

Childminder Report

Inspection date

15 September 2016

Previous inspection date

5 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Effective self-evaluation takes into account views of parents and children. The childminder implements changes to improve children's outcomes.
- The childminder is effective as she supports children's personal, social and emotional development. For example, she ensures children understand how to share and take turns. The childminder uses clear strategies to ensure that any disputes are quickly resolved.
- The childminder clearly develops close relationships with the children and gets to know every child well. Children are confident and have high self-esteem.
- Children are inquisitive learners, and they enjoy investigating and joining in. For example, they happily ask for support or help.
- There is a wide variety of stimulating resources and equipment suitable for children of all ages. The childminder carefully matches activities to children's stages of development and ensures that they are engaged in their play. Children make good progress in their learning.

It is not yet outstanding because:

- The childminder does not ensure that all interventions when children need additional support are consistent and highly effective.
- The childminder does not make the best possible use of her effective relationships with parents to encourage improved support for children's learning at home.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the consistency of appropriate interventions to ensure all children receive the highest support they need to improve their outcomes
- build on the good relationships with parents to encourage improved support for children's learning at home.

Inspection activities

- The inspector was shown around the parts of the childminder's home used for childminding.
- The inspector observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with the children to gain an understanding of their views.
- The inspector sampled a range of documentation.
- The inspector checked the childminder's safeguarding knowledge.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection concerns and the actions to take to help protect children from harm. The childminder manages safety risks effectively. For instance, the garden remains out of bounds until a safety grill is placed over the new pond. This contributes to the safety and well-being of children. The childminder has taken effective measures to address previous recommendations, and improve her knowledge and practice since her last inspection. For example, she attended training to raise her awareness of how children learn.

Quality of teaching, learning and assessment is good

The childminder gains information from parents about children's skills and what they enjoy doing when they start. Accurate observations and assessments enable the childminder to know how children are making progress from their starting points. This helps her identify any learning gaps and plan for children's next steps in their development. The childminder encourages children's language development; for example, she extends their vocabulary when she introduces words, such as 'wiggly', 'bendy' and 'longer' as children manipulate some dough. Children make progress in their awareness of shapes. For instance, when they make and name recognisable shapes with the dough or find similar shapes around the room. The childminder encourages children to follow their own interests, such as when they choose to play the musical instruments they have selected, as they sing and dance.

Personal development, behaviour and welfare are good

The childminder has a kind, caring and calm manner. She encourages their good behaviour. For instance, children help to tidy away toys before they get different ones out and the childminder praises them for their efforts. Children learn about healthy lifestyles. For example, they talk about foods that are good and healthy for them as they chose fruit to eat with their lunch. They learn about the need to respect each other's likes and dislikes, and people's differences and similarities. For instance, since her last inspection the childminder has increased her range of resources and activities to help children to gain a better understanding of people in the wider world.

Outcomes for children are good

Children are very active learners. For example, they are confident to make choices about which resources they want to play with. Children develop independence; for instance, they help with food preparation, and laying and clearing away the lunch table. Children enjoy achieving and getting things done as they willingly have a go and persevere. Their development is typical for their age and they are well-prepared for their next stages of learning, including school.

Setting details

Unique reference number	EY420596
Local authority	West Sussex
Inspection number	1057842
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	5
Number of children on roll	12
Name of registered person	
Date of previous inspection	5 June 2015
Telephone number	

The childminder registered in 2010. She lives in Durrington, near Worthing, West Sussex. She is available for work on Monday to Friday from 7.30am until 6pm, all year round, excluding bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

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